

2021-22 Alternate Assessment Justification

The following must be completed by districts that contribute to the state exceeding the 1% cap for students participating in the alternate assessment and will be posted on the department website upon receipt.

District Name: Hardeman

	% of Alternative Assessments 2017-18	% of Alternate Assessments 2018-19	% of Alternate Assessments 2020-21	% of Alternate Assessments 2021-22	Projected % of Alternate Assessments 2022-23
MSAA ELA	1.7	1.53	1.98	1.57	1.3
MSAA Math	1.69	1.53	1.96	1.50	1.2
TCAP- Alt Science	1.60	<i>*Field test year, no data available</i>	1.83	1.78	1.5

1. **Eligibility Determination Process:** Describe the policies, training and supports in place to ensure IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria. *Completing the form in EasyIEP is not sufficient justification. The description should include training or processes to ensure the IEP team is carefully considering both the student's data and the implication of participation in the alternate assessment.*
 - Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment.
 - Criterion Two: The student is learning content linked to (derived from) state content standards.

- Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- Hardeman County Special Education Department trains teachers and administrators semiannually on the three criteria as determined by the state eligibility determination process.
- Our district follows State policy
- District personnel reviews data on each student who may meet the 3 criterion for Alternate Assessment before the IEP meeting.
- State Alternate Assessment documentation forms are reviewed during the IEP meeting to aid with the decision.

2. **Disproportionality:** Using your data by primary eligibility, describe your district data, including disproportionate participation on the alternate assessment and a plan for reducing/eliminating disproportionality.

Hardeman County Schools Special Education Department has in place criteria that includes:

- Intellectual disability eligibility for proof that the student has a documented intelligence score that would meet the criteria. As a district we have set an IQ score of 60 and below unless other disabilities prevent the student from taking the general education test.
- All students' learning content is linked to State content standards.
- All students taking the alternate assessment will require extensive direct and individualized instruction and supports to achieve measurable gains in the grade and age-appropriate curriculum.

3. **Informed Parent Participation:** Describe the process and practices used to adequately inform parents of the eligibility requirements and implications of participation to ensure active parent participate in the IEP team discussion.

- During our annual IEP or special called IEP meeting, our special education staff explains and has data on each student to discuss the criteria required for the student to take the alternate assessment.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)

- If we do not meet the 1% for the 2023 school year, we will request training.

Assurance: The district is committed to ensuring all students are participating in the most appropriate assessments. Students determined eligible for the alternate assessment will meet the three criteria.

Signed:  Date: 2-16-23